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ABSTRACT

Chapter 3 of the State School Aid Act was enacted to improve achievement in the basic cognitive skills of low-achieving pupils in Michigan. The program provided funds and considerable program discretion for local school districts with high concentration of low achieving children in the grades K-6. These districts received funds for a three-year program; 1973-74 was the third year, to improve achievement in reading and mathematics for these pupils. This report contains information regarding district expenditures and pupil achievement during 1973-74, discusses pupil achievement over a two-year period, and contains data on the expected growth for pupils evaluated with norm-referenced tests. The report addresses the question of success in terms of the level of accomplishment attained in Chapter 3 programs. An analysis of test results indicated that the actual achievement for Chapter 3 pupils exceeded the expected achievement gains if the pupils had been in regular school programs. This analysis also indicated that the 1973-74 achievement was higher than in 1972-73. It is recommended that local school districts further analyze the needs of the 8,016 students (7.1 percent of the 112,500 stuoents) in Chapter 3 who showed no achievement during 1973-74, and modify the delivery system to provide better assistance for these pupils. (Author/JM)

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A DESCRIPTION AND EVALUATION OF CHAPTER 3 STATE COMPENSATORY EDUCATION PROGRAMS IN MICHIGAN 1973-74

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Prepared by:

Michigan Department of Education

Research, Evaluation and Assessment Services

April, 1975

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FOREWORD

Chapter 3 of the State School Aid Act was enacted to improve achievement in the basic cognitive skills of low-achieving pupils in Michigan. The program provided funds and considerable program discretion for local school districts with high concentration of low achieving children in grades kindergarten through six. These districts received funds for a three year program, 1973-74 was the third year, to improve achievement in reading and mathematics for these pupils.

This report contains information regarding district expenditures and pupil achievement during 1973-74, discusses pupil achievement over a two-year period and contains data on the expected growth for pupils evaluated with norm-referenced tests. These data should be valuable both for state and local decisions regarding the modification and improvement of the program.

This report was prepared by the Compensatory Education Evaluation Staff, and questions regarding information relative to this report should be directed to that unit at Research, Evaluation and Assessment Services.

John W. Porter
Superintendent of
Public Instruction

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Section One

INTRODUCTION

In 1971 the State Board of Education recommended legislation to begin a three year experiment in the education of children with serious deficiencies in reading and mathematics skills. The Governor supported the program and the Legislature appropriated $22,500,000 for Compensatory Education during the 1971-72 school year, and each of two succeeding years of the program. These funds were appropriated under Section 3 (now Chapter 3) of the State School Aid Act.

The composite achievement scores of the 1970-71 Michigan Educational Assessment Program were used to establish eligible school districts. Money was allocated to districts at the rate of $200 per eligible pupil beginning with the district that had the highest concentration of students achieving at or below the 15th percentile on composite achievement as measured by the educational assessment tests. The allocations were made by rank order of districts until all available funds were allocated. There was sufficient money to fund 112,500 children in 67 districts.

Basically, the Chapter 3 program is a performance pact between the school district and the state. Each of the eligible 67 school districts had to submit a proposal describing its goals, objectives and instructional processes for the local Chapter 3 program. Chapter 3 rules* stipulate (rule 3b) that, "A district shall include in its application a commitment that its minimum performance objective shall be an increase

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*Rules are available from Compensatory Education Services, Michigan Department of Education.

in achievement equivalent to 1 year's growth as specified in the performance objectives for this program as measured by approved pretest and posttest instruments." One year's growth expressed in grade equivalent units (G.E.U.'s) may be defined either in terms of the equivalent of a one year gain as measured by a standardized norm-referenced test or in terms of a set of agreed upon performance objectives with measurement by an objective-referenced test.

A unique feature of the program is the allocating of funds based upon student achievement. For each pupil achieving 75 percent of the minimum performance objectives (75 percent level of accomplishment), the school district receives a full allocation of $200 the next year. For each pupil achieving less than 75 percent of the performance objectives, the school district receives a prorated allocation computed as a proportion of the objectives attained is to 75 percent of the performance objectives. In addition to funding based upon student achievement, a school district receives a full allocation for each student who moves out of the district, and for each student who does not receive 150 days of instruction due to illness. Such students will be referred to as special students in the remainder of this report.

Because of the late implementation of the compensatory education program -- it was funded in October of 1971 for the 1971-72 school year -- the Legislature authorized a one-year waiver of fiscal accountability, and thus, all districts received full allocations in 1971-72 and 1972-73 irrespective of the number of children achieving less than 75 percent of the performance objectives during the 1971-72 school year. Each school district received the same allocation in 1972-73 as it received in 1971-72. Funding for the 1973-74 school year was based upon the results achieved during 1972-73. In 1973-74, districts

were also eligible to "re-earn" funds "lost" during 1972-73. To "re-earn" the funds districts were required to modify the delivery system used for those children not reaching the 75 percent level of accomplishment (Section 39a of the State School Aid Act).* Similarly, funding for 1974-75 is based upon the results for 1973-74.

*Public Act Number 258 of the Public Acts of 1972 as amended by Public Act Number 101 of the Public Acts of 1973.

Section Two

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74

The purpose of this section is to provide information regarding student achievement for the 1973-74 school year.

In discussing the summary of student achievement, 1973-74, the term "level of accomplishment" is used to refe to the percentage of performance objectives attained by a pupil. The level of accomplishment for students taking norm-referenced tests was determined by dividing the average gain (in months) for reading and mathematics by the program duration and multiplying by 100. The level of accomplishment for students taking objective-referenced tests was determined by taking the number of objectives a student mastered in reading and/or mathematics on the post-test and dividing that total by the number of objectives in the initial set of performance objectives and multiplying by 100.

Summary of Pupil Achievement by Level of Accomplishment, 1973-74

It may be seen from the data displayed for the sixty-six districts excluding Detroit in Table 1, that a total of 18,944 students or 35.6 percent achieved at or above the 100 percent level of accomplishment. An additional 16,230 students or 30.5 percent achieved between the 75 and 99.9 percent levels of accomplishment. Thus, for the sixty-six districts a total of 35,174 students or 66.1 percent achieved at or above the 75 percent level of accomplishment. It is further noted that 11,667 students or 21.9 percent achieved between the 0.1 and 74.9 percent levels of accomplishment and 2,560 students or 4.8 percent achieved at or below the 0 percent level of accomplishment.

Corresponding figures for Detroit show that 17,851 students or 30.1 percent achieved at or above the 100 percent level of accomplishment.

Table 1

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74*

	State Total Excluding Detroit		Detroit		State Total	
	N	%	N	%	N	%
Pupils Achieving 100% - Above	18944	35.6	17351	30.1	36795	32.7
Pupils Achieving 75 - 99.9%	16230	30.5	10040	16.9	26270	23.4
Subtotal 75%-Above	35174	66.1	27391	47.0	63065	56.1
Pupils Achieving 0.1 - 74.9%	11667	21.9	16936	28.6	28603	25.4
Pupils Achieving 0% - Below	2560	4.8	5456	9.2	8016	7.1
Subtotal Below 0% to 74.9%	14227	36.7	22392	37.8	36619	32.5
Subtotal Below 0% and Above	49401	92.8	50283	84.8	99684	88.6
Special Student Category--Transfers/Migrant/Illness**	3482	6.5	7687	13.0	11169	9.9
Missing Pupils or Unreported Data	350	0.7	1297	2.2	1647	1.5
Total Number of Chapter 3 Pupils	53233	100.0	59267	100.0	112500	100.0

*See Appendix A--Summary of Student Achievement, 1973-74, By District

**Student receiving less than 150 days of instruction due to illness or students who left the district.

10,040 students or 16.9 percent achieved between the 75 and 99.9 percent levels of accomplishment. The two totals combined show 27,891 students or 47.0 percent of the Chapter 3 students in Detroit achieving at or above the 75 percent level of accomplishment. Further figures for Detroit show 16,936 students or 28.6 percent achieving between the 0.1 and 74.9 percent levels of accomplishment and 5,456 students or 9.2 percent achieving at or below the 0 percent level of accomplishment.

The State totals show 36,795 students or 32.7 percent achieving at or above the 100 percent level of accomplishment and 26,270 students or 23.4 percent achieving between the 75 and 99.9 percent levels of accomplishment. Thus, it may be seen that over one-half of the students, 63,065 students or 56.1 percent, in Chapter 3 achieved at or above the 75 percent level of accomplishment. In addition, a total of 28,603 students or 25.4 percent achieved between the 0.1 and 74.9 percent levels of accomplishment and 8,016 students or 7.1 percent achieved at or below the 0 percent level of accomplishment.

Students for whom no accomplishment levels are calculated fall into two categories. Students who received less than 150 days of instruction due to illness or students who moved out of the district before the posttest are listed in the special student category. The figures in the missing pupil or unreported data category included students for whom no pretest and/or posttest scores were reported and student records that contained erroneous data which made it inappropriate to calculate levels of accomplishment.

For the sixty-six districts excluding Detroit, 3,482 students or 6.5 percent were listed in the special student category. Only 350 students or 0.7 percent were classified missing pupils or unreported data.

Corresponding figures for Detroit show 7,687 students or 13.0 percent in the special student category and 1,297 students or 2.2 percent in the missing pupils or unreported data category. Thus, for the State 11,169 students or 9.9 percent of the Chapter 3 students either moved out of the district or did not receive 150 days of instruction due to illness and were listed as special students. A total of 1,647 students or 1.5 percent were listed in the missing or unreported data category for the state.

Comparison 1972-73 and 1973-74

Table 2 presents a comparison of pupil achievement for 1972-73 and 1973-74. The following data summarize the most noticeable changes.

1. The number of students achieving at or above the 100 percent level of accomplishment for the entire state increased from 34,203 students (30.4 percent of the 112,500 students in the Chapter 3 Program) in 1972-73 to 36,795 students (32.7 percent) in 1973-74.

2. The number of students achieving between the 75 and 99.9 percent levels of accomplishment for the entire state increased from 24,559 students (21.8 percent) in 1972-73 to 26,270 students (23.4 percent) in 1973-74.

3. The number of students achieving between the 0.1 and 74.9 percent levels of accomplishment for the entire state decreased from 31,168 students (27.7 percent) in 1972-73 to 28,603 students (25.4 percent) in 1973-74.

4. The number of students achieving at or below the 0 percent level of accomplishment decreased from 9,118 students (8.1 percent) in 1972-73 to 8,016 students (7.1 percent) in 1973-74.

The increase in 1973-74 in the number of children achieving at higher than the 75 percent level of accomplishment is noteworthy (58,762 or 52.2 percent in 1972-73; 63,065 students or 56.1 percent in 1973-74). It indicates that the compensatory education programs established with Chapter 3 funds were increasingly successful as children spend more years in the program.

Table 2

COMPARISON OF PUPIL ACHIEVEMENT 1972-73 AND 1973-74

Percent of Accomplishment	State Total Excluding Detroit				Detroit				State Total			
	1972-73		1973-74		1972-73		1973-74		1972-73		1973-74	
	N	%	N	%	N	%	N	%	N	%	N	%
100 % and Above	19924	37.3	18944	35.6	14279	24.1	17851	30.1	34203	30.4	36795	32.7
75 - 99.9 %	13809	26.0	16230	30.5	10750	18.1	10040	16.9	24559	21.8	26270	23.4
0.1 - 74.9%	11895	22.3	11667	21.9	19273	32.5	16936	28.6	31168	27.7	28603	25.4
0% and Below	3430	6.5	2560	4.8	5688	9.6	5456	9.2	9118	8.1	8016	7.1
Subtotal	49058	92.1	49401	92.8	49990	84.3	50283	84.8	99048	88.0	99684	88.6
Special Student Category--Transfers/Migrant/Illness*	3781	7.1	3482	6.5	6454	10.9	7687	13.0	10235	9.1	11169	9.9
Missing or Unreported Data	394	0.8	350	0.7	2823	4.8	1297	2.2	3217	2.9	1647	1.5
Total	53233	100.0	53233	100.0	59267	100.0	59267	100.0	112500	100.0	112500	100.0

*Student receiving less than 150 days of instruction due to illness or students who left the district.

Notes on Test Administration

Tests used to pretest and posttest students in the Chapter 3 program were selected and administered by the local school districts. The Department of Education approved six norm-referenced tests for use in Chapter 3, grades two through six, and approved other appropriate tests on an individual district basis. The most frequently used tests throughout the Chapter 3 program were: California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Science Research Associates Achievement Series and the Stanford Achievement Tests.

The program duration for a student taking a norm-referenced test was determined by the difference between the dates of administration for the pretest and posttest. The amount of gain on a norm-referenced test was determined by the average difference between the pretest grade score and the posttest grade score for reading and/or mathematics. The level of accomplishment for a norm-referenced test was determined by dividing the average gain score by the program duration and multiplying by 100.*

All sixty-seven Chapter 3 districts used locally developed objective-referenced tests (ORT) for the evaluation of kindergarten and first grade pupil achievement in both reading and mathematics. Farwell, Morrice, and Pontiac also used the ORT in the second grade. Benton Harbor, Grand Rapids, Highland Park, Muskegon and Romulus (reading only) extended ORT use to the third grade. Ferndale, Kelloggsville, Marlette (mathematics only), and Saginaw used the ORT in evaluating all Chapter 3 students, kindergarten through the sixth grade. Grand Rapids used the ORT, kindergarten through the sixth grade, in two buildings as part of a pilot

*See Appendix B for calculations of the gain score and level of accomplishment.

program. The amount of gain on an objective-referenced test was determined by the number of objectives a pupil mastered from an initially prescribed set of performance objectives in reading and/or mathematics as measured by the posttest. The level of accomplishment for an objective-referenced test was determined by taking the number of objectives a student mastered in reading and/or mathematics on the posttest and dividing that total by the number of objectives in the initial set of performance objectives and multiplying the result by 100.

Section Three

SUMMARY OF CHAPTER 3 EXPENDITURES, 1973-74

This section presents data on expenditures for Chapter 3 Programs during the 1973-74 school year and the summer of 1974.

The following data summarize the percents of expenditures reported in Table 3:

1) teaching -- 78.5%
2) materials -- 12.2%
3) facilities -- 4.0%
4) administrative services -- 5.3%

Table 4 presents similar expenditure data for 65* of the 66 Chapter 3 districts excluding Detroit. The percent of expenditures were:

1) teaching -- 77.2%
2) materials -- 13.6%
3) facilities -- 3.8%
4) administrative services -- 5.4%

Table 5 presents the following expenditure data for Detroit:

1) teaching -- 79.7%
2) materials -- 10.9%
3) facilities -- 4.3%
4) administrative services -- 5.1%

The data in Tables 3 - 5 indicate that Chapter 3 districts continue to spend the major protion of Chapter 3 funds on direct instructional services, i.e., instructional salaries and inservice training. Nearly $15,500,000 (77.7%) was spent on instructional salaries during the 1973-74 regular school year and the 1974 summer school term.

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*Expenditures for the Huron School District were not submitted in time to be included in this report.

Table 3

SUMMARY OF CHAPTER 3 EXPENDITURES
BY TYPE OF EXPENDITURE, 1973-74

STATE TOTAL*

	REGULAR SCHOOL YEAR EXPENDITURES		SUMMER SCHOOL 1974 EXPENDITURES		TOTAL EXPENDITURES	
	($)	(%)	($)	(%)	($)	(%)
Salaries for Instruction	15,314,337		114,621		15,428,958	
Inservice Program	111,667		47,094		158,761	
Teaching Expenditures - Totals	15,426,004	78.5	161,715	77.1	15,587,719	78.5
Teaching Supplies	1,533,531		22,326		1,555,857	
Textbooks	156,209		0		156,209	
Supplementary Materials	290,630		8,250		298,880	
School Library Books	49,474		0		49,474	
Educational T.V.	3,755		0		3,755	
Audiovisual	45,000		0		45,000	
All Other Instructional Equipment	308,674		2,722		311,396	
Materials - Totals	2,387,273	12.1	33,298	15.9	2,420,571	12.2
Operation of Plant	17,147		363		17,510	
Maintenance of Plant	47,016		0		47,016	
Fixed Charges	697,262		233		697,495	
Food Services	848		200		1,048	
Construction	14,297		0		14,297	
All Non-Instructional Equipment	27,612		0		27,612	
Facilities - Totals	804,182	4.1	796	0.4	804,978	4.0
Administration	939,413		13,287		952,700	
Attendance Services	3,135		0		3,135	
Health Services	60,362		0		60,362	
Student Body Activities	599		0		599	
Community Services	334		0		334	
Transportation	30,322		597		30,919	
Administrative Services - Totals	1,034,165	5.3	13,884	6.6	1,048,049	5.3
GRAND TOTALS	19,651,624	100.0%	209,693	100.0%	19,861,317	100.0%

*Expenditures for the Huron School District not included.

Table 4

SUMMARY OF CHAPTER 3 EXPENDITURES
BY TYPE OF EXPENDITURE, 1973-74

STATE TOTAL EXCLUDING DETROIT*

	REGULAR SCHOOL YEAR EXPENDITURES		SUMMER SCHOOL 1974 EXPENDITURES		TOTAL EXPENDITURES	
	($)	(%)	($)	(%)	($)	(%)
Salaries for Instruction	7,203,352		10,485		7,213,837	
Inservice Program	70,377		39,945		110,322	
Teaching Expenditures - Totals	7,273,729	77.2	50,430	69.3	7,324,159	77.2
Teaching Supplies	682,997		3,787		686,784	
Textbooks	79,916		0		79,916	
Supplementary Materials	290,630		8,250		298,880	
School Library Books	49,474		0		49,474	
Educational T.V.	3,755		0		3,755	
Audiovisual	45,000		0		45,000	
All Other Instructional Equipment	119,622		2,722		122,344	
Materials - Totals	1,271,394	13.5	14,759	20.3	1,286,153	13.6
Operation of Plant	17,040		0		17,040	
Maintenance of Plant	5,866		0		5,866	
Fixed Charges	302,753		233		302,986	
Food Services	848		200		1,048	
Construction	14,297		0		14,297	
All Non-Instructional Equipment	21,899		0		21,899	
Facilities - Totals	362,703	3.9	433	0.6	363,136	3.8
Administration	442,245		7,115		449,360	
Attendance Services	3,135		0		3,135	
Health Services	60,362		0		60,362	
Student Body Activities	599		0		599	
Community Services	334		0		334	
Transportation	2,153		0		2,153	
Administrative Services - Totals	508,828	5.4	7,115	9.8	515,943	5.4
GRAND TOTALS	9,416,654	100.0%	72,737	100.0%	9,489,391	100.0%

*Expenditures for the Huron School District not included.

Table 5

SUMMARY OF CHAPTER 3 EXPENDITURES
BY TYPE OF EXPENDITURE, 1973-74

DETROIT

	REGULAR SCHOOL YEAR EXPENDITURES		SUMMER SCHOOL 1974 EXPENDITURES		TOTAL EXPENDITURES	
	($)	(%)	($)	(%)	($)	(%)
Salaries for Instruction	8,110,985		104,136		8,215,121	
Inservice Program	41,290		7,149		48,439	
Teaching Expenditures - Total	8,152,275	79.7	111,285	81.3	8,263,560	79.7
Teaching Supplies	850,534		18,539		869,073	
Textbooks	76,293		0		76,293	
Supplementary Materials	0		0		0	
School Library Books	0		0		0	
Educational T.V.	0		0		0	
Audiovisual	0		0		0	
All Other Instructional Equipment	189,052		0		189,052	
Materials - Totals	1,115,879	10.9	18,539	13.5	1,134,418	10.9
Operation of Plant	107		363		470	
Maintenance of Plant	41,150		0		41,150	
Fixed Charges	394,509		0		394,509	
Food Services	0		0		0	
Construction	0		0		0	
All Non-Instructional Equipment	5,713		0		5,713	
Facilities - Totals	441,479	4.3	363	0.3	441,842	4.3
Administration	497,168		6,172		503,340	
Attendance Services	0		0		0	
Health Services	0		0		0	
Student Body Activities	0		0		0	
Community Services	0		0		0	
Transportation	28,169		597		28,766	
Administrative Services - Totals	525,337	5.1	6,769	4.9	532,106	5.1
GRAND TOTALS	10,234,970	100.0%	136,956	100.0%	10,371,926	100.0%

Section Four

DESCRIPTION OF PROCEDURES USED IN DATA COLLECTION AND ANALYSIS

The purpose of this section is to describe the data and procedures used to collect it. The focus is on the quality of these data and the process used to edit it.

The Department of Education attempted to collect individual data on all 112,500 students in the Chapter 3 Program. Data were submitted to the Department of Education in three basic formats--forms, cards or tapes. Incoming data were checked for accuracy.* Inaccurate data were returned to the local school district for correcting.

As noted in Section Two, the number of students reported in the missing pupils or unreported data category decreased from 1972-73. Several reasons exist for the decrease. First, Department staff visited local districts in an effort to implement and improve data collection procedures and evaluation techniques. Second, workshops and inservice programs were conducted to assist project directors in their efforts to minimize the error in data collection. Third, to further minimize error, rigorous edit and data control procedures were established within the Department. These actions resulted in a reduction in the number of students listed in the missing pupil or unreported data category. Although auditing and editing procedures helped lessen the amount of error in data collection, error regarding norm-referenced tests (i.e., regression-to-the-mean effect) is a factor and should be understood.

The use of nationally standardized tests for the purpose of evaluating low achievers presents problems. Some Chapter 3 students were given tests

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*See Appendix C for a chart regarding the flow of Chapter 3 data.

that were either too difficult--resulting in scores at the bottom of the grade equivalent scale ("bottoming out")--or tests that were too easy--resulting in scores at the top of the grade equivalent scale ("topping out"). In 1973-74, test selection by local district personnel improved and fewer inappropriate tests were used.

The effect of regression-to-the-mean has been a source for concern. By way of an example, the following description of the regression-to-the-mean effect should indicate the concern:

> Consider that 100 children are tested. The children are ranked according to their scores from highest to lowest score. An average score, the mean, is calculated for the entire group. Then an average score is calculated for the 25 children at the bottom of the ranking. The 25 children are posttested and an average score is again calculated. The average score for these 25 children on the second test will tend to be higher--and closer to the average score for the 100 children. The average score for the 25 children on the second test is said to regress toward the group mean. If the 25 children at the top of the ranking are retested, their average score on the second test will tend to be lower--and closer to the average score for the 100 children. The score on the second test is also said to regress toward the group mean.*

The resulting phenomenon of regression-to-the-mean is due to several factors. Test reliability and the use of inappropriate tests are two causes of this phenomenon.

In an attempt to reduce the effects of regression-to-the-mean, two actions have been taken in Chapter 3. Regression due to test reliability has been minimized by (1) the approval of six highly reliable norm-referenced tests to be used in Chapter 3, and (2) the selection of the test

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*J. Wayne Wrightstone, Thomas P. Hogan and Muriel M. Abbott, "Accountability in Education and Associated Measurement Problems," Test Service Notebook 33, (New York: Harcourt, Brace, Jovanovich, Inc., 1973).

levels by local district personnel that focus more on the level of achievement than on grade level.

Regression due to test selection has been further minimized by the requirement that "a pretest shall be administered in each area of basic cognitive skills in which a pupil participates. The pretest scores shall not be used to determine eligibility" (Rule 4 (1)). Thus, if regression-to-the-mean exists, it will affect the relationship between the test used to determine eligibility and the pretest and not between the pretest and posttest. This fact further minimizes the regression-to-the-mean effect.

Section Five

RESULTS OF THE 1973-74 CHAPTER 3 PROGRAM

The purpose of this section is to indicate the 1973-74 Chapter 3 program results in terms of raising student achievement.

Expected Grade Equivalent Scores

An analysis of Chapter 3 data was performed in an attempt to determine whether the State Compensatory Education Programs were more successful than regular school programs in raising pupil achievement in reading and mathematics.

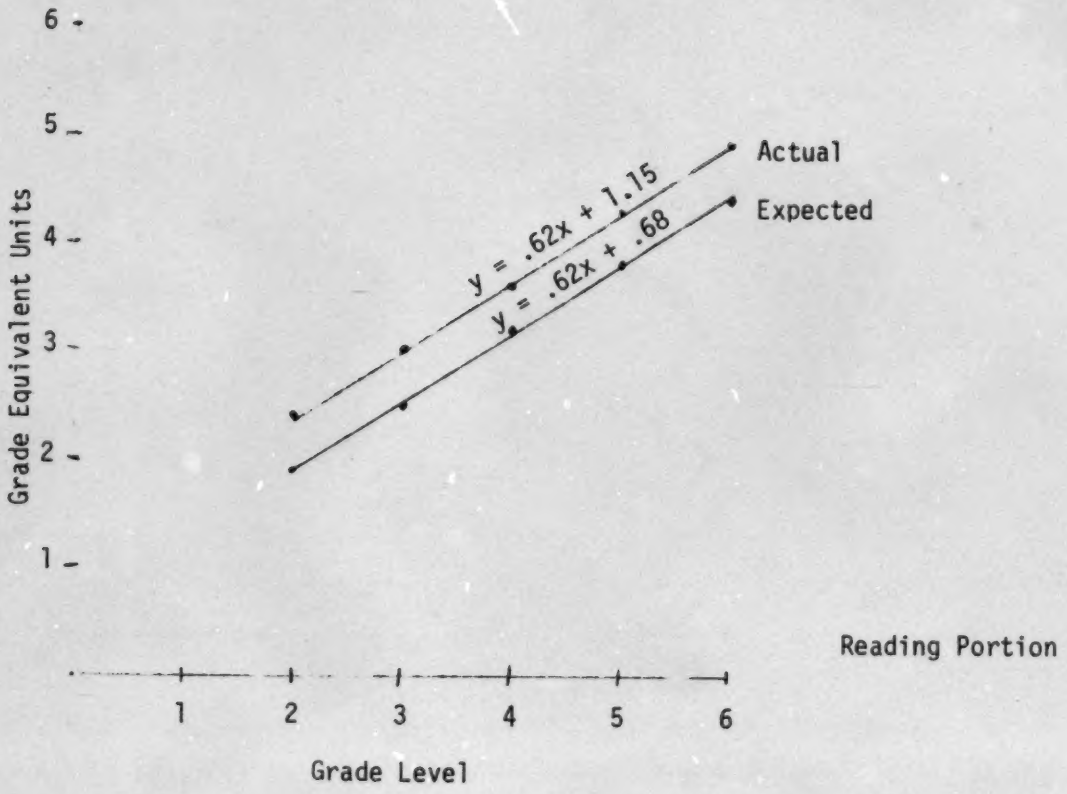
Pretest scores were used as the basis for calculating expected end-of-the-year posttest scores. The expected posttest scores were then compared with the actual posttest scores.

Figures 1 and 2 depict the results for 1973-74 in reading and mathematics programs. They indicate that children receiving the compensatory educational services provided by Chapter 3 monies achieved at a higher level than could have been expected had they been in regular school programs.

Figures 3 and 4 compare the expected gain results from 1972-73 data with the results from the 1973-74 program. Reading results depicted in Figure 3 indicate that not only did Chapter 3 pupils continue to make greater gains than would be expected if they were in regular school programs, but that the amount and rate of gain was greater than that evidenced in the 1972-73 program. The mathematics portion of this analysis is presented in Figure 4. These results also indicate that the pupils achieved at a higher level than the previous year.

FIGURE 1

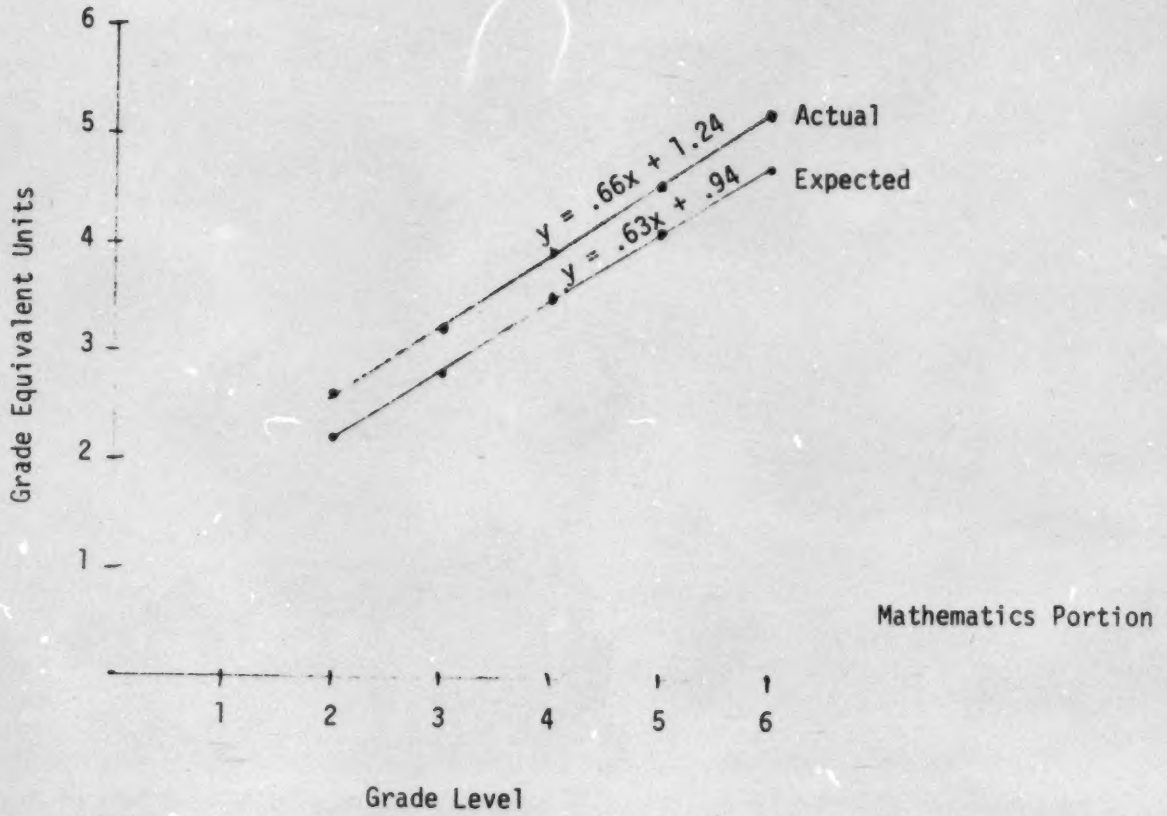
EXPECTED POSTTEST VERSUS ACTUAL POSTTEST
FOR 62 CHAPTER 3 SCHOOL DISTRICTS, 1973-74*



*Due to the use of objective-referenced tests, kindergarten through grade 6, Ferndale, Kelloggsville, Marlette, and Saginaw were not included in this analysis. Furthermore, because norm data were not available, Union City was not included in this analysis.

FIGURE 2

EXPECTED POSTTEST VERSUS ACTUAL POSTTEST
FOR 62 CHAPTER 3 SCHOOL DISTRICTS, 1973-74*



*Due to the use of objective-referenced tests, kindergarten through grade 6, Ferndale, Kelloggsville, Marlette, and Saginaw were not included in this analysis. Furthermore, because norm data were not available, Union City was not included in this analysis.

FIGURE 3

TWO-YEAR EXPECTFD POSTTEST VERSUS ACTUAL POSTTEST
FOR 62 CHAPTER 3 SCHOOL DISTRICTS

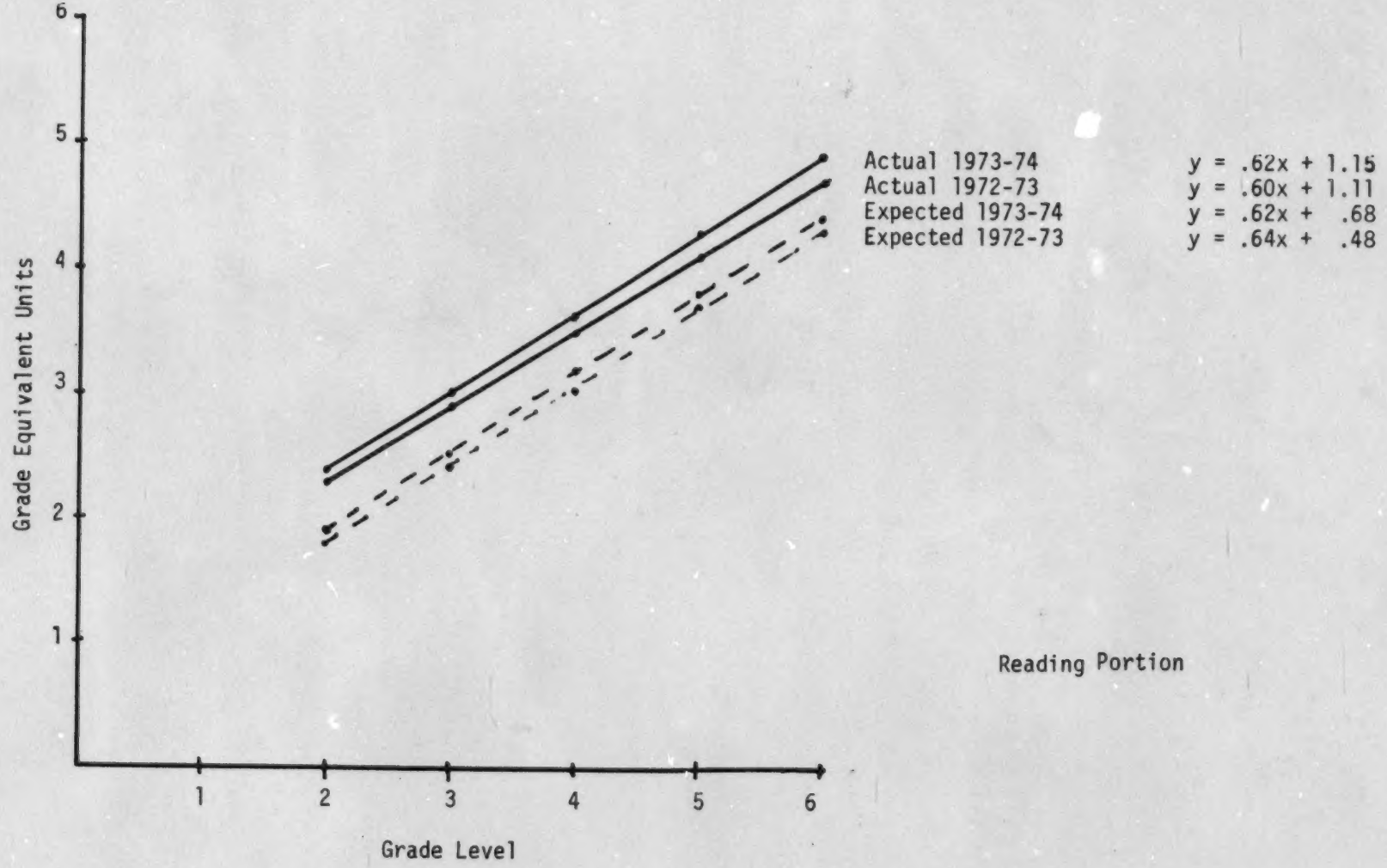
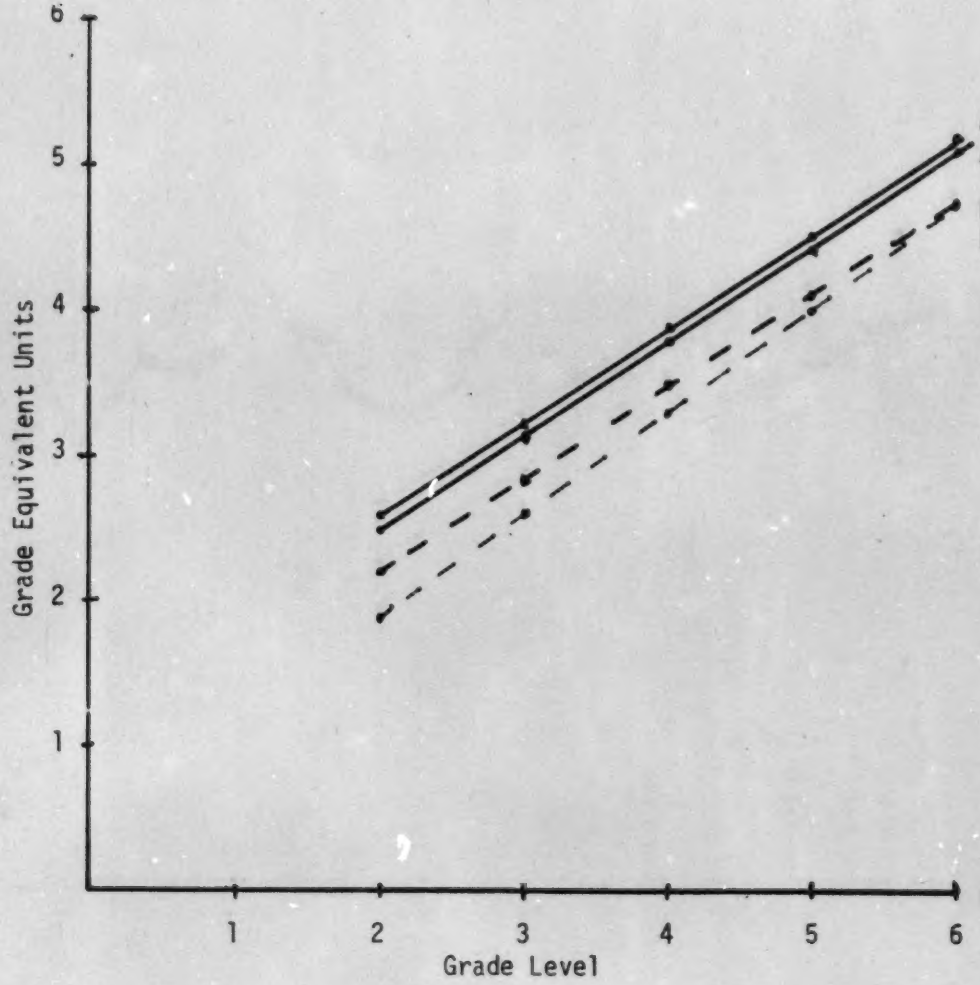


FIGURE 4

TWO-YEAR EXPECTED POSTTEST VERSUS ACTUAL POSTTEST
FOR 62 CHAPTER 3 SCHOOL DISTRICTS



Actual 1973-74 $y = .66x + 1.24$
Actual 1972-73 $y = .67x + 1.11$

Expected 1973-74 $y = .63x + .94$
Expected 1972-73 $y = .70x + .53$

Mathematics Portion

Gain Scores by Grade Level

The purpose of Table 6 is to show the average gain scores by grade level for reading and mathematics for students in Chapter 3 who took norm-referenced tests during the 1973-74 school year. Grade equivalent scores for pupils taking the California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Science Research Associates Achievement Series and the Stanford Achievement Tests were used in compiling the data presented in Table 6. The mean pretest grade equivalent units and the mean posttest grade equivalent units were calculated for all six tests by grade level. The mean gain scores in Table 6 reflect the difference between the calculated mean pretest G.E.U.'s and the mean posttest G.E.U.'s.

It may be seen from data in Table 6 that the gain scores in reading for the state total excluding Detroit ranged from 9.8 months in grade 5 to 8.6 months in grade 6 with an average gain score of 9.2 months for 28,116 students. Gain scores in mathematics ranged from 8.2 months in grade 6 to 9.9 months in grade 3. The average gain score for 23,706 students in mathematics was identical to the average gain score in reading, 9.2 months.

In Detroit, gain scores for reading ranged from 6.5 months in grade 4 to 8.9 months in grade 6. The average gain score for 37,118 students in reading was 7.7 months. Gain scores in mathematics ranged from 6.5 months in grade 3 to 9.0 months in grade 6. The average gain score in mathematics was 7.8 months for 37,118 students.

Table 6

MEAN GAIN SCORE (IN MONTHS) BY GRADE LEVEL FOR STUDENTS TAKING NORM-REFERENCED TESTS,* 1973-74

		STATE TOTAL EXCLUDING DETROIT		DETROIT		STATE TOTAL	
	GRADE LEVEL	Number of Students	Mean Gain Score (in months)	Number of Students	Mean Gain Score (in months)	Number of Students	Mean Gain Score (in months)
READING	Grade 2	4441	9.1	6465	7.4	10906	8.1
	Grade 3	4760	8.7	7132	8.4	11892	8.5
	Grade 4	6577	9.5	6919	6.5	13496	8.0
	Grade 5	6057	9.8	6399	6.6	12456	8.2
	Grade 6	6281	8.6	10203	8.9	16484	8.8
	TOTAL	28116**	9.2	37118**	7.7	65234	8.3
MATHEMATICS	Grade 2	3915	9.8	6465	7.6	10380	8.4
	Grade 3	4123	9.9	7132	6.5	11255	7.7
	Grade 4	5362	9.7	6919	7.4	12281	8.4
	Grade 5	5029	8.7	6399	8.3	11428	8.5
	Grade 6	5277	8.2	10203	9.0	15480	8.7
	TOTAL	23706**	9.2	37118**	7.8	60824	8.4

*Includes results for students who took the California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Science Research Associates Achievement Series and the Stanford Achievement Tests.

**In Detroit, all pupils were in reading and mathematics programs; outside Detroit, pupils were in reading and mathematics, reading only or mathematics only programs.

The state reading gain scores ranged from 8.0 months in grade 4 to 8.8 months in grade 6. The average gain score in reading for 65,234 students was 8.3 months. The gain scores in mathematics ranged from 7.7 months in grades 3 and 4 to 8.7 months in grade 6. The average gain score in mathematics for 60,824 students was 8.4 months.

These data indicate approximately one month gain in achievement for each month a child participates in the Chapter 3 program. This rate of gain is a further indication of the success of Chapter 3.

A Comparison of the Highest and Lowest Achieving School Districts

The 10 highest and 10 lowest achieving districts were selected from a list of Chapter 3 districts ranked according to the percentage of students achieving at or above the 75 percent level of accomplishment.

In Tables 7 and 8, districts lettered "A" through "J" correspond to the 10 highest achieving districts. Districts lettered "Q" through "Z" correspond to the 10 lowest achieving districts.

Figures from Table 7 show that for the high scoring districts the percent of K-6 students in the Chapter 3 program ranged from 15.7 to 31.4. The average percent of K-6 students in the Chapter 3 program was 22.4. Corresponding figures for the low achieving districts show percentages of K-6 students in the Chapter 3 program ranged from 19.7 to 42.9. The average percent of K-6 students in the Chapter 3 program was 37.0.

Table 8 shows a comparison of high-low districts by per pupil expenditures for the following categories: Salaries for Instruction and Instructional Materials.

Table 7

NUMBER OF PUPILS ENROLLED IN THE DISTRICT (K-6) AND IN THE CHAPTER 3 PROGRAM FOR 10 HIGH ACHIEVING AND 10 LOW ACHIEVING DISTRICTS

High Achieving Districts

District Name	District Enrollment K-6	Chapter 3 Enrollment K-6	Percent of K-6 Enrollment in the Chapter 3 Program
A	250	55	22.0%
B	4429	840	19.0
C	5089	1348	26.5
D	1060	168	15.8
E	1178	229	19.4
F	1303	204	15.7
G	1126	238	21.1
H	1313	412	31.4
I	504	120	23.8
J	979	249	25.4
TOTAL	17231	3863	$\bar{x}$=22.4%
Low Achieving Districts			
Q	1080	310	28.7%
R	145361	59267	40.8
S	1943	623	32.1
T	527	104	19.7
U	1501	347	23.1
V	3147	671	21.3
W	1309	340	26.0
X	2074	890	42.9
Y	1072	261	24.3
Z	276	114	41.3
TOTAL	158290	62927	$\bar{x}$=37.0%

All districts with the exception of district "T" spent the majority of funds on Salaries for Instruction. The most noticeable difference between the high and low achieving districts can be seen in the Salaries for Instruction category. The per pupil expenditure for this category in the high achieving districts ranged from $135 to $207 with the average being $164. The corresponding figures for the low achieving districts ranged from $8 per pupil to $214 per pupil. The average per pupil expenditure for these districts was $131. Thus, the higher scoring districts spent more money for salaries for instruction.

Expenditures per pupil for instructional materials in the high achieving districts ranged from $0 to $49 with the average being $21. Per pupil expenditures for materials in the low achieving districts ranged from $2 to $160. The average expenditure per pupil in these districts was $38. The higher scoring districts spent less on instructional materials than the low scoring districts.

In conclusion, the data in Tables 7 and 8 indicate the following information:

1) High achieving districts on the average have a smaller percentage of students (22.4%) in the Chapter 3 program than the low achieving districts (37.0%).

2) High achieving districts on the average spend more money on Salaries for Instruction ($164 per pupil) than the low achieving districts ($131 per pupil).

3) The low achieving districts tend to spend more on Instructional Materials ($38 per pupil) than the high achieving districts ($21 per pupil).

Table 8

PER PUPIL EXPENDITURES BY CATEGORY
FOR THE 10 HIGH ACHIEVING AND 10 LOW ACHIEVING CHAPTER 3 DISTRICTS
1973-74

School District	Number of Chapter 3 Eligible Pupils	Total Expenditures 1972-73	Per Pupil Expenditures for Salaries for Instruction	Per Pupil Expenditures for Instructional Materials
High Achieving Districts				
A	55	$10,945	$171	$14
B	840	175,853	207*	3
C	1348	267,796	158	27
D	168	35,525	205*	6
E	229	42,534	177	9
F	204	39,767	141	26
G	238	45,315	135	26
H	412	70,188	163	0
I	120	22,700	140	49
J	249	46,683	142	46
Average Per Pupil			164	21
Low Achieving Districts				
Q	310	$66,961	$214*	$2
R	59267	10,371,926	139	19
S	623	113,840	128	51
T	104	17,911	8	160
U	347	52,477	113	16
V	671	115,957	159	13
W	340	67,873	151	49
X	890	144,018	132	29
Y	267	43,317	123	42
Z	114	17,308	146	2
Average Per Pupil			131	38

*Districts summary of expenditures exceeded total amount of funds available to the district from Chapter 3 because some funds from other sources were reported.

Section Six

FUNDING BASED ON 1973-74 STUDENT ACHIEVEMENT

The purpose of this section is to indicate the amount of "payout" for Chapter 3 districts for the 1974-75 programs based on the 1973-74 results and the funds available for 1974-75 "Section 39a" Programs.

Funding Levels for 1974-75 Based on 1973-74 Achievement

The "payout" for Chapter 3 districts for 1974-75 programs is based on the performance of students in the Chapter 3 programs operated in 1973-74.

As the data in Table 9 indicate, the sixty-seven districts received a 100 percent allocation ($200 per pupil) for 74,234 (66.0 percent) of 112,500 total students. This represented a "payout" of $14,846,800. A further breakdown of these figures shows that full "payout" was received on 63,065 students (56.1 percent) who had reached at least the 75 percent level of accomplishment ($12,613,000) and on 11,169 (9.9 percent) "special students"* ($2,233,800). See Appendix D for detailed information.

Districts received partial payment for students who achieved less than the 75 percent level of accomplishment. This "payout" was based on a prorated portion of $200. For example, a student reaching the 50 percent level of accomplishment would "earn" 50/75 of $200 or $133. Chapter 3 districts received prorated funds for 28,603 students (25.4 percent) in the amount of $3,717,283.

Districts received no allocation for 8,016 students (7.1 percent) who achieved at the zero percent level of accomplishment or below.

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*Districts received $200 per pupil for students receiving less than 150 days of instruction due to illness and for students who left the district.

Table 9

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74

	STATE TOTAL EXCLUDING DETROIT			DETROIT			STATE TOTAL		
	N	%	$	N	%	$	N	%	$
Pupils Achieving 75% and Above Full Funding at $200	35174	66.1	7,034,800	27891	47.0	5,578,200	63065	56.1	12,613,000
Pupils Receiving Less Than 150 Days of Instruction (e.g., illness, transfer, etc.) Full Funding at $200	3482	6.5	696,400	7687	13.0	1,537,400	11169	9.9	2,233,800
Pupils Achieving 0.1 - 74.9% Partial Funding at $.10 - 199.90	11667	21.9	1,526,559	16936	28.6	2,190,724	28603	25.4	3,717,283
TOTAL	50323	94.5	9,257,759	52514	88.6	9,306,324	102837	91.4	18,564,083
Pupils Achieving 0% and Below Zero Funding	2560	4.8	0	5456	9.2	0	8016	7.1	0
Missing or Unreported Data Zero Funding	350	0.7	0	1297	2.2	0	1647	1.5	0
Total Allocation For 1973-74, If All Students Had Achieved At Full Funding Level	53233	-	10,646,600	59267	-	11,853,400	112500	-	22,500,000
Difference Between Full Allocation and Earned Allocation	-	-	1,388,841	-	-	2,547,076	-	-	3,935,917

Additionally, the districts received no allocation for 1,647 students (1.5 percent) for whom data were either missing or unreported.

The preceding paragraphs indicate full or partial "payout" for 102,837 students (91.4 percent) for a total of $18,564,083 based on pupil performance during the 1973-74 school year. These same districts received no allocation for 9,663 students (8.6 percent) who showed no gain or for whom data were missing or unreported.

A further breakdown of these figures indicates that a total of $3,935,917 were "unearned" on the basis of student achievement in 1973-74. That is the difference between $22,500,000 available if all students had achieved the 75 percent accomplishment level and $18,564,083 actually earned.

Funds Available for 1974-75 Section 39a Programs

Table 9 indicates that $3,935,917 were "unearned" by Chapter 3 school districts based on 1973-74 performance. Chapter 3 was amended in 1973 with the addition of Section 39a by the State Legislature. This Section makes it possible for districts to apply for return of a portion of this "unearned" money. (For further clarification, See Appendix E.) In order to qualify for funding under provisions of this Section, districts must modify the Chapter 3 delivery system for those students who failed to achieve the 75 percent level of accomplishment.

Students eligible for Section 39a programs fall into three categories: (1) Those achieving between the 0.1 and 74.9 percent levels of accomplishment; (2) Those achieving at or below the 0 percent level of accomplishment; and (3) Those for whom partial records were reported, but were inaccurate, thus making it impossible to accurately calculate accomplishment levels.

Section Seven

TWO-YEAR ANALYSIS OF RESULTS (1972-73 AND 1973-74)

The purpose of this section is to provide information relative to longitudinal data in the Chapter 3 program for 1972-73 and 1973-74.

In an attempt to longitudinally follow pupils who were in the Chapter 3 program during 1972-73 and 1973-74, the merging of data was done on a matched-student basis. Several criteria were necessary for purposes of including pupil records in this analysis. First, pupils had to have student identification numbers that allowed for matching data for both years. Second, the same norm-referenced test (i.e., California Achievement Tests, Stanford Achievement Tests, etc.) had to be taken each year by the matched-students. Third, grade equivalent units for each matched-student had to be available.

Since pupils throughout Chapter 3 in kindergarten and grade one were tested with objective-referenced tests, this two-year analysis is restricted to pupils in grades two through six. Data for reading and mathematics were included.

Table 10 presents data covering a two year time span (1972-73 and 1973-74) for pupils in three categories--the State totals excluding Detroit, the totals for Detroit alone, and the State totals. The average pretest and posttest G.E.U.'s are presented for each of the matched-students (N).

In using the data in Table 10, one caution is worth noting. Grade equivalent units for students taking the California Achievement Tests, the Comprehensive Tests of Basic Skills, the Iowa Tests of Basic Skills, the Metropolitan Achievement Tests, the Science Research Associates Achievement Series and the Stanford Achievement Tests were included; hence some error is introduced into the analysis.

However, because the data are averaged the error is assumed to be minimal.

The information in Table 10 regarding reading is best summarized in the following fashion:

(1) for children who started in grade 2 and progressed through grade 3, the gain was 1.3 years,

(2) for children who started in grade 3 and progressed through grade 4, the gain was 1.6,

(3) for children who started in grade 4 and progressed through grade 5, the gain was 1.5, and

(4) for children who started in grade 5 and progressed through grade 6, the gain was 1.5.

The average gain in reading at the four levels was about 1.5 over the two years. Thus, these children gained about .8 in each year they were in the program. This yearly rate of gain is similar to the data reported in Table 6 for 1973-74.

The following represent a summary of the mathematics data contained in Table 10:

(1) for children who started in grade 2 and progressed through grade 3, the gain was 1.5 years,

(2) for children who started in grade 3 and progressed through grade 4, the gain was 1.6,

(3) for children who started in grade 4 and progressed through grade 5, the gain was 1.6, and

(4) for children who started in grade 5 and progressed through grade 6, the gain was 1.5.

The average gain over two years in mathematics at the four levels was about 1.6 for a yearly average of .8. Again, this figure is similar to that reported in Table 6 for 1973-74.

Table 10

TWO-YEAR COMPARISON OF MEAN GRADE EQUIVALENT UNITS (G.E.U.) IN CHAPTER 3
FOR STATE TOTAL EXCLUDING DETROIT, DETROIT AND STATE TOTAL IN READING AND MATHEMATICS, 1972-73 AND 1973-74

Grade Levels	READING								
	State Total Excluding Detroit			Detroit			State Total		
	N	1972-73 Mean Pretest G.E.U.	1973-74 Mean Posttest G.E.U.	N	1972-73 Mean Pretest G.E.U.	1972-73 Mean Posttest G.E.U.	N	1972-73 Mean Pretest G.E.U.	1972-73 Mean Posttest G.E.U.
2-3	3330	1.5	3.0	777	1.5	2.4	4107	1.5	2.8
3-4	5463	2.1	3.6	7449	2.3	3.9	12912	2.2	3.8
4-5	5163	2.5	4.2	6300	3.2	4.5	11463	2.9	4.4
5-6	5300	3.1	4.7	5389	3.7	5.1	10689	3.4	4.9
	MATHEMATICS								
2-3	2914	1.5	3.1	777	1.5	2.4	3691	1.5	3.0
3-4	4188	2.4	3.8	7449	2.4	4.0	11637	2.3	3.9
4-5	4196	2.8	4.5	6300	3.1	4.7	10496	3.0	4.6
5-6	4324	3.6	5.1	5389	3.8	5.3	9713	3.7	5.2

Section Eight

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section summarizes and indicates conclusions that can be made from the data in the Chapter 3 program for 1973-74. It also presents recommendations regarding program operations and evaluation procedures.

Summary and Conclusions

This report addresses the question of success in terms of the level of accomplishment attained in Chapter 3 programs. The question "which programs are most effective?" is outside the scope of this report and is being addressed in the Michigan Cost-Effectiveness Study.

A total of more than $18,500,000 (82.5% of $22,500,000) was "earned" based on 1973-74 student achievement. Students in the Detroit Public Schools "earned" more than $9,300,000 (78.5% of $11,853,400) while students in the remaining sixty-six districts "earned" more than $9,200,000 (86.9% of $10,646,600). Approximately $3,900,000 were unearned. Provisions of Section 39a of the State School Aid Act enable districts to re-apply for these unearned funds.

An analysis of test results indicated that the actual achievement for Chapter 3 pupils exceeded the expected achievement gains if the pupils had been in regular school programs. This analysis also indicated that the 1973-74 achievement was higher than in 1972-73.

In 1973-74 the number of pupils achieving 75 percent or more of their objectives increased over the 1972-73 school year. Conversely, the number of students achieving below 75 percent decreased.

During 1973-74, the Department of Education attempted to collect data on 112,500 students in the Chapter 3 program. Data were successfully

collected on all but 1,647 students whereas in 1972-73 the total was 3,217. The number of students listed in the special student category increased from 10,235 students in 1972-73 to 11,169 students in 1973-74. These two shifts indicate improved record keeping procedures at the local district level during the 1973-74 school year.

Recommendations

It is recommended that local school districts further analyze the needs of the 8,016 students (7.1 percent of the 112,500 students) in Chapter 3 who showed no achievement during 1973-74, and modify the delivery system to provide better assistance for these pupils.

It is recommended that school districts use considerable care in the selection of evaluation instruments for use with Chapter 3 children. It is most important that the instruments be appropriate in terms of assessing the objectives of a given program and that the instruments be at an appropriate level for the children in the program.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT
1973-74
BY DISTRICT

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	05010 ALBA		06010 ARENAC		11010 BENTON HARBOR		13010 ALBION		13020 BATTLE CREEK	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	26	72.2	52	65.0	1552	68.8	321	77.9	1120	83.1
Pupils Achieving 1 - 74.9%	9	25.0	19	23.8	522	23.1	55	13.4	66	4.9
Pupils Achieving 0% - Below	1	2.8	6	7.5	53	2.4	8	1.9	30	2.2
Special Student Category--Transfers/Migrant/Illness*	0	0.0	3	3.7	102	4.5	28	6.8	132	9.8
Missing or Unreported Data	0	0.0	0	0.0	26	1.2	0	0.0	0	0.0
TOTAL	36	100.0	80	100.0	2255	100.0	412	100.0	1348	100.0

	13050 ATHENS		13135 UNION CITY		14010 CASSOPOLIS		14020 DOWAGIAC		17140 BRIMLEY	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	97	68.3	115	63.5	189	79.4	271	58.9	49	43.0
Pupils Achieving 1 - 74.9%	28	19.7	39	21.6	22	9.3	108	23.5	48	42.1
Pupils Achieving 0% - Below	8	5.6	4	2.2	2	0.8	46	10.0	15	13.1
Special Student Category--Transfers/Migrant/Illness*	9	6.4	23	12.7	25	10.5	29	6.3	2	1.8
Missing or Unreported Data	0	0.0	0	0.0	0	0.0	6	1.3	0	0.0
TOTAL	142	100.0	181	100.0	238	100.0	460	100.0	114	100.0

*Student receiving less than 150 days of instruction due to illness.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	18020 FARWELL		21130 ROCK		23010 BELLEVUE		23065 MAPLE VALLEY		23090 POTTERVILLE	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	111	63.4	22	62.9	108	63.9	172	78.2	95	79.2
Pupils Achieving 1 - 74.9%	28	16.0	9	25.7	54	32.0	36	16.3	13	10.8
Pupils Achieving 0% - Below	23	13.2	2	5.7	6	3.5	3	1.4	0	0.0
Special Student Category--Transfers/Migrant/Illness*	13	7.4	2	5.7	1	0.6	9	4.1	12	10.0
Missing or Unreported Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	175	100.0	35	100.0	169	100.0	220	100.0	120	100.0

	25010 FLINT		25240 BEECHER		25280 LAKEVILLE		30080 WALDRON		32170 UBLY	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	4471	74.4	604	67.5	259	79.2	69	75.0	87	75.0
Pupils Achieving 1 - 74.9%	926	15.4	139	15.5	46	14.1	17	18.4	23	19.8
Pupils Achieving 0% - Below	241	4.0	47	5.3	4	1.2	3	3.3	3	2.6
Special Student Category--Transfers/Migrant/Illness*	340	5.6	105	11.7	17	5.2	3	3.3	3	2.6
Missing or Unreported Data	34	0.6	0	0.0	1	0.3	0	0.0	0	0.0
TOTAL	6012	100.0	895	100.0	327	100.0	92	100.0	116	100.0

*Student receiving less than 150 days of instruction due to illness.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	33020 LANSING		38100 HANOVER-HORTON		38150 SPRINGPORT		38170 JACKSON		39010 KALAMAZOO	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	2188	56.2	110	59.8	78	58.2	1127	61.3	1237	64.2
Pupils Achieving 1 - 74.9%	1189	30.5	32	17.4	35	26.1	374	20.4	391	20.3
Pupils Achieving 0% - Below	312	8.0	32	17.4	11	8.2	207	11.2	138	7.1
Special Student Category--Transfers/Migrant/Illness*	185	4.8	10	5.4	10	7.5	129	7.0	148	7.7
Missing or Unreported Data	21	0.5	0	0.0	0	0.0	2	0.1	14	0.7
TOTAL	3895	100.0	184	100.0	134	100.0	1839	100.0	1928	100.0

	40040 KALKASKA		41010 GRAND RAPIDS		41140 KELLOGGSVILLE		43040 BALDWIN		46070 DEERFIELD	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	95	73.6	3330	62.0	162	47.6	181	78.0	51	92.7
Pupils Achieving 1 - 74.9%	21	16.3	1465	27.3	161	47.4	32	13.8	0	0.0
Pupils Achieving 0% - Below	1	0.8	210	3.9	0	0.0	8	3.5	0	0.0
Special Student Category--Transfers/Migrant/Illness*	12	9.3	291	5.4	17	5.0	11	4.7	4	7.3
Missing or Unreported Data	0	0.0	72	1.4	0	0.0	0	0.0	0	0.0
TOTAL	129	100.0	5368	100.0	340	100.0	232	100.0	55	100.0

*Student receiving less than 150 days of instruction due to illness.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	50050 ARMADA		50160 MOUNT CLEMENS		50170 NEW HAVEN		58080 JEFFERSON		61010 MUSKEGON	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	124	82.1	315	46.9	140	73.3	170	49.0	860	72.0
Pupils Achieving 1 - 74.9%	16	10.6	218	32.5	23	12.0	122	35.1	261	21.9
Pupils Achieving 0% - Below	5	3.3	77	11.5	8	4.2	29	8.4	19	1.6
Special Student Category--Transfers/Migrant/Illness*	6	4.0	61	9.1	20	10.5	26	7.5	54	4.5
Missing or Unreported Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	151	100.0	671	100.0	191	100.0	347	100.0	1194	100.0

	61020 MUSKEGON HEIGHTS		61120 HOLTON		63020 FERNDALE		63030 PONTIAC		63180 BRANDON	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	387	43.5	89	76.7	448	82.4	2451	69.8	178	87.3
Pupils Achieving 1 - 74.9%	293	32.9	14	12.1	73	13.4	715	20.4	17	8.3
Pupils Achieving 0% - Below	117	13.1	6	5.2	0	0.0	161	4.6	2	1.0
Special Student Category--Transfers/Migrant/Illness*	93	10.5	7	6.0	23	4.2	184	5.2	7	3.4
Missing or Unreported Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	890	100.0	116	100.0	544	100.0	3511	100.0	204	100.0

*Student receiving less than 150 days of instruction due to illness.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	73010 SAGINAW		73080 BUENA VISTA		73210 HEMLOCK		75030 CENTREVILLE		76140 MARLETTE	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	1803	52.8	329	63.8	147	87.5	87	68.0	202	81.1
Pupils Achieving 1 - 74.9%	1346	39.3	97	18.8	10	5.9	34	26.6	24	9.6
Pupils Achieving 0% - Below	0	0.0	28	5.4	3	1.8	3	2.3	4	1.6
Special Student Category--Transfers/Migrant/Illness*	221	6.5	60	11.6	8	4.8	4	3.1	19	7.7
Missing or Unreported Data	48	1.4	2	0.4	0	0.0	0	0.0	0	0.0
TOTAL	3418	100.0	516	100.0	168	100.0	128	100.0	249	100.0

	78060 MORRICE		78080 PERRY		80020 BANGOR		80040 COVERT		80110 GOBLES	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	50	48.1	189	82.6	94	36.0	135	76.7	68	61.3
Pupils Achieving 1 - 74.9%	33	31.7	19	8.3	107	41.0	23	13.1	23	20.7
Pupils Achieving 0% - Below	8	7.7	1	0.4	13	5.0	0	0.0	7	6.3
Special Student Category--Transfers/Migrant/Illness*	8	7.7	20	8.7	47	18.0	18	10.2	13	11.7
Missing or Unreported Data	5	4.8	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	104	100.0	229	100.0	261	100.0	176	100.0	111	100.0

*Student receiving less than 150 days of instruction due to illness.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	80130 LAWRENCE		81020 YPSILANTI		81070 LINCOLN CONSOLIDATED		81150 WILLOW RUN		82010 DETROIT	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	62	66.0	659	73.3	253	72.1	609	71.5	27891	47.1
Pupils Achieving 1 - 74.9%	14	14.9	151	16.8	66	18.8	153	17.9	16936	28.6
Pupils Achieving 0% - Below	0	0.0	35	3.9	10	2.8	34	4.0	5456	9.2
Special Student Category--Transfers/Migrant/Illness*	15	15.9	53	5.9	22	6.3	55	6.5	7687	12.9
Missing or Unreported Data	3	3.2	1	0.1	0	0.0	1	0.1	1297	2.2
TOTAL	94	100.0	899	100.0	351	100.0	852	100.0	59267	100.0

	82060 HAMTRAMCK		82070 HIGHLAND PARK		82080 INKSTER		82120 RIVER ROUGE		82130 ROMULUS	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	328	79.6	1184	64.2	556	55.2	342	72.0	723	75.1
Pupils Achieving 1 - 74.9%	36	8.7	276	14.9	310	30.8	53	11.1	142	14.7
Pupils Achieving 0% - Below	6	1.5	131	7.1	88	8.7	26	5.5	17	1.8
Special Student Category--Transfers/Migrant/Illness*	40	9.7	168	9.1	49	4.9	54	11.4	81	8.4
Missing or Unreported Data	2	0.5	86	4.7	4	0.4	0	0.0	0	0.0
TOTAL	412	100.0	1845	100.0	1007	100.0	475	100.0	963	100.0

*Student receiving less than 150 days of instruction due to illness.

APPENDIX A

SUMMARY OF STUDENT ACHIEVEMENT, 1973-74, BY DISTRICT

	82160 WAYNE-WESTLAND		82240 WESTWOOD		82250 ECORSE		82340 HURON		82365 WOODHAVEN	
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	1938	72.2	421	54.7	335	53.8	155	50.0	183	63.1
Pupils Achieving 1 - 74.9%	517	19.2	189	24.5	212	34.0	57	18.4	56	19.3
Pupils Achieving 0% - Below	89	3.3	54	7.0	62	10.0	59	19.0	29	10.0
Special Student Category--Transfers/Migrant/Illness*	142	5.3	90	11.7	14	2.2	33	10.7	22	7.6
Missing or Unreported Data	0	0.0	16	2.1	0	0.0	6	1.9	0	0.0
TOTAL	2686	100.0	770	100.0	623	100.0	310	100.0	290	100.0

	82430 VAN BUREN		83060 MANTON							
	N	%	N	%	N	%	N	%	N	%
Pupils Achieving 75% - Above	733	87.3	78	73.6						
Pupils Achieving 1 - 74.9%	39	4.6	21	19.8						
Pupils Achieving 0% - Below	2	0.2	3	2.8						
Special Student Category--Transfers/Migrant/Illness*	66	7.9	4	3.8						
Missing or Unreported Data	0	0.0	0	0.0						
TOTAL	840	100.0	106	100.0						

*Student receiving less than 150 days of instruction due to illness.

APPENDIX B

FORMULAS FOR COMPUTING THE COMPOSITE GAIN SCORE AND THE PERCENT OF ACCOMPLISHMENT

APPENDIX B

NORM-REFERENCED TEST

Formulas for Computing the Gain Score and the Level of Accomplishment

Let A = pretest reading score in grade equivalent units
Let B = pretest mathematics score in grade equivalent units
Let C = posttest reading score in grade equivalent units
Let D = posttest mathematics score in grade equivalent units

I. Reading and Mathematics - NRT

$\frac{(C + D) - (A + B)}{2}$ = average gain score for reading and mathematics

$\frac{\text{Gain Score}}{\text{Program Duration}} \times 100$ = level of accomplishment

II. Reading Only - NRT

(C - A) = gain score for reading only

$\frac{\text{Gain Score}}{\text{Program Duration}} \times 100$ = level of accomplishment

III. Mathematics Only - NRT

(D - B) = gain score for mathematics only

$\frac{\text{Gain Score}}{\text{Program Duration}} \times 100$ = level of accomplishment

OBJECTIVE-REFERENCED TEST (POSTTEST ONLY)

Formulas for Computing the Level of Accomplishment

Let W = reading objectives mastered on the posttest
Let X = mathematics objectives mastered on the posttest
Let Y = total reading objectives
Let Z = total mathematics objectives

I. Reading and Mathematics - CRT

$\frac{\left(\frac{W}{Y}\right) + \left(\frac{X}{Z}\right)}{2} \times 100$ = level of accomplishment

II. Reading Only - CRT

$\frac{W}{Y} \times 100$ = level of accomplishment

III. Mathematics Only - CRT

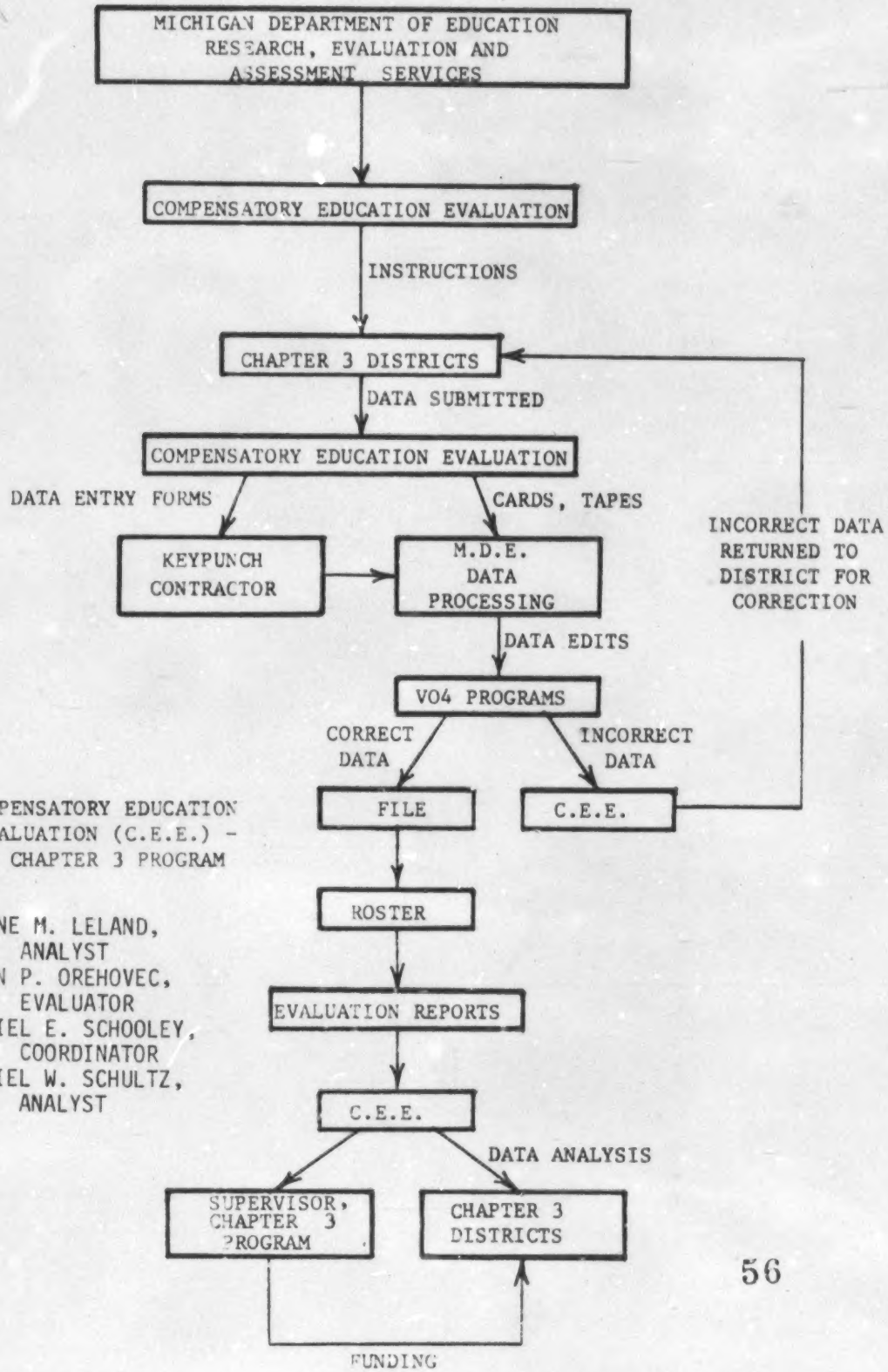
$\frac{X}{Z} \times 100$ = level of accomplishment

APPENDIX C

DATA FLOW CHART

APPENDIX C

DATA FLOW
CHAPTER 3 PROGRAM



COMPENSATORY EDUCATION EVALUATION (C.E.E.) - THE CHAPTER 3 PROGRAM

IRENE M. LELAND, ANALYST
JOHN P. OREHOVEC, EVALUATOR
DANIEL E. SCHOOLEY, COORDINATOR
DANIEL W. SCHULTZ, ANALYST

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING			
		75%–Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records	Total Dollars Earned	Total Eligible
05010	N	26	0	0	9	1	0		36
Alba	%	72.2	0	0	25.0	2.8	0		
	$	5200	0	0	930	0	0	6130	7200
06010	N	52	0	3	19	6	0		80
Arenac	%	65.0	0	3.7	23.8	7.5	0		
	$	10400	0	600	2284	0	0	13284	16000
11010	N	1552	34	68	522	53	26		2255
Benton	%	68.8	1.5	3.0	23.1	2.4	1.2		
Harbor	$	310400	6800	13600	74289	0	0	405089	451000
13010	N	321	0	28	55	8	0		412
Albion	%	77.9	0	6.8	13.4	1.9	0		
	$	64200	0	5600	7452	0	0	77252	82400
13020	N	1120	73	59	66	30	0		1348
Battle	%	83.1	5.4	4.4	4.9	2.2	0		
Creek	$	224000	14600	11800	8761	0	0	259161	269600
13050	N	97	0	9	28	8	0		142
Athens	%	68.3	0	6.4	19.7	5.6	0		
	$	19400	0	1800	3533	0	0	24733	28400
13135	N	115	13	10	39	4	0		181
Union	%	63.5	7.2	5.5	21.6	2.2	0		
City	$	23000	2600	2000	5579	0	0	33179	36200
14010	N	189	11	14	22	2	0		238
Cassopolis	%	79.4	4.6	5.9	9.3	0.8	0		
	$	37800	2200	2800	3161	0	0	45961	47600

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING		Total Dollars Earned	Total Eligible
		75%–Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records		
14020	N	271	0	29	108	46	6		460
Dowagiac	%	58.9	0	6.3	23.5	10.0	1.3		
	$	54200	0	5800	13869	0	0	73869	92000
17140	N	49	0	2	48	15	0		114
Brimley	%	43.0	0	1.8	42.1	13.1	0		
	$	9800	0	400	5812	0	0	16012	22800
18020	N	111	5	8	28	23	0		175
Farwell	%	63.4	2.8	4.6	16.0	13.2	0		
	$	22200	1000	1600	3488	0	0	28288	35000
21130	N	22	0	2	9	2	0		35
Rock	%	62.9	0	5.7	25.7	5.7	0		
	$	4400	0	400	853	0	0	5653	7000
23010	N	108	0	1	54	6	0		169
Bellevue	%	63.9	0	0.6	32.0	3.5	0		
	$	21600	0	200	6483	0	0	28283	33800
23065	N	172	0	9	36	3	0		220
Maple	%	78.2	0	4.1	16.3	1.4	0		
Valley	$	34400	0	1800	4728	0	0	40928	44000
23090	N	95	0	12	13	0	0		120
Potterville	%	79.2	0	10.0	10.8	0	0		
	$	19000	0	2400	1797	0	0	23197	24000
25010	N	4471	12	328	926	241	34		6012
Flint	%	74.4	0.2	5.4	15.4	4.0	0.6		
	$	894200	2400	65600	126950	0	0	1089150	1202400

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING			
		75%–Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records	Total Dollars Earned	Total Eligible
25240	N	604	58	47	139	47	0		895
Beecher	%	67.5	6.5	5.2	15.5	5.3	0		
	$	120800	11600	9400	15978	0	0	157778	179000
25280	N	259	1	16	46	4	1		327
Lakeville	%	79.2	0.3	4.9	14.1	1.2	0.3		
	$	51800	200	3200	6253	0	0	61453	65400
30080	N	69	0	3	17	3	0		92
Waldron	%	75.0	0	3.3	18.4	3.3	0		
	$	13800	0	600	1952	0	0	16352	18400
32170	N	87	2	1	23	3	0		116
Ubly	%	75.0	1.7	0.9	19.8	2.6	0		
	$	17400	400	200	2958	0	0	20958	23200
33020	N	2188	18	167	1189	312	21		3895
Lansing	%	56.2	0.5	4.3	30.5	8.0	0.5		
	$	437600	3600	33400	147563	0	0	622163	779000
38100	N	110	0	10	32	32	0		184
Hanover-	%	59.8	0	5.4	17.4	17.4	0		
Horton	$	22000	0	2000	4009	0	0	28009	36800
38150	N	78	0	10	35	11	0		134
Springport	%	58.2	0	7.5	26.1	8.2	0		
	$	15600	0	2000	4499	0	0	22099	26800
38170	N	1127	11	118	374	207	2		1839
Jackson	%	61.3	0.6	6.4	20.4	11.2	0.1		
	$	225400	2200	23600	43095	0	0	294295	367800

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING		Total Dollars Earned	Total Eligible
		75%—Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records		
39010	N	1237	0	148	391	138	14		1928
Kalamazoo	%	64.2	0	7.7	20.3	7.1	0.7		
	$	247400	0	29600	48646	0	0	325646	385600
40040	N	95	0	12	21	1	0		129
Kalkaska	%	73.6	0	9.3	16.3	0.8	0		
	$	19000	0	2400	3243	0	0	24643	25800
41010	N	3330	0	291	1465	210	72		5368
Grand	%	62.0	0	5.4	27.3	3.9	1.4		
Rapids	$	666000	0	58200	196726	0	0	920926	1073600
41140	N	162	0	17	161	0	0		340
Kelloggs-	%	47.6	0	5.0	47.4	0	0		
ville	$	32400	0	3400	25153	0	0	60953	68000
43040	N	181	0	11	32	8	0		232
Baldwin	%	78.0	0	4.7	13.8	3.5	0		
	$	36200	0	2200	4242	0	0	42642	46400
46070	N	51	0	4	0	0	0		55
Deerfield	%	92.7	0	7.3	0	0	0		
	$	10200	0	800	0	0	0	11000	11000
50050	N	124	2	4	16	5	0		151
Armada	%	82.1	1.3	2.7	10.6	3.3	0		
	$	24800	400	800	1752	0	0	27752	30200
50160	N	315	17	44	218	77	0		671
Mount	%	46.9	2.5	6.6	32.5	11.5	0		
Clemens	$	63000	3400	8800	24623	0	0	99823	134200

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING			
		75%—Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records	Total Dollars Earned	Total Eligible
50170	N	140	2	18	23	8	0		191
New	%	73.3	1.1	9.4	12.0	4.2	0		
Haven	$	28000	400	3600	3005	0	0	35005	38200
58080	N	170	1	25	122	29	0		347
Jefferson	%	49.0	0.3	7.2	35.1	8.4	0		
	$	34000	200	5000	15658	0	0	54858	69400
61010	N	860	1	53	261	19	0		1194
Muskegon	%	72.0	0.1	4.4	21.9	1.6	0		
	$	172000	200	10600	38458	0	0	221258	238800
61020	N	387	54	39	293	117	0		890
Muskegon	%	43.5	6.1	4.4	32.9	13.1	0		
Heights	$	77400	10800	7800	29207	0	0	125207	178000
61120	N	89	4	3	14	6	0		116
Holton	%	76.7	3.4	2.6	12.1	5.2	0		
	$	17800	800	600	1570	0	0	20770	23200
63020	N	448	0	23	73	0	0		544
Ferndale	%	82.4	0	4.2	13.4	0	0		
	$	89600	0	4600	11640	0	0	105840	108800
63030	N	2451	0	184	715	161	0		3511
Pontiac	%	69.8	0	5.2	20.4	4.6	0		
	$	490200	0	36800	92685	0	0	619685	702200
63180	N	178	0	7	17	2	0		204
Brandon	%	87.3	0	3.4	8.3	1.0	0		
	$	35600	0	1400	2791	0	0	39791	40800

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING		Total Dollars Earned	Total Eligible
		75%–Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records		
73010	N	1803	0	221	1346	0	48		3418
Saginaw	%	52.8	0	6.5	39.3	0	1.4		
	$	360600	0	44200	192087	0	0	596887	683600
73080	N	329	0	60	97	28	2		516
Buena	%	63.8	0	11.6	18.8	5.4	0.4		
Vista	$	65800	0	12000	11507	0	0	89307	103200
73210	N	147	1	7	10	3	0		168
Hemlock	%	87.5	0.6	4.2	5.9	1.8	0		
	$	29400	200	1400	1139	0	0	32139	33600
75030	N	87	0	4	34	3	0		128
Centreville	%	68.0	0	3.1	26.6	2.3	0		
	$	17400	0	800	4440	0	0	22640	25600
76140	N	202	0	19	24	4	0		249
Marlette	%	81.1	0	7.7	9.6	1.6	0		
	$	40400	0	3800	3074	0	0	47274	49800
78060	N	50	3	5	33	8	5		104
Morrice	%	48.1	2.9	4.8	31.7	7.7	4.8		
	$	10000	600	1000	4325	0	0	15925	20800
78080	N	189	4	16	19	1	0		229
Perry	%	82.6	1.7	7.0	8.3	0.4	0		
	$	37800	800	3200	2812	0	0	44612	45800
80020	N	94	35	12	107	13	0		261
Bangor	%	36.0	13.4	4.6	41.0	5.0	0		
	$	18800	7000	2400	11460	0	0	39660	52200

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING		Total Dollars Earned	Total Eligible
		75%—Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records		
80040	N	135	0	18	23	0	0		176
Covert	%	76.7	0	13.1	10.2	0	0		
	$	27000	0	3600	3614	0	0	34214	35200
80110	N	68	7	6	23	7	0		111
Gobles	%	61.3	6.3	5.4	20.7	6.3	0		
	$	13600	1400	1200	2504	0	0	18704	22200
80130	N	62	3	12	14	0	3		94
Lawrence	%	66.0	3.2	12.7	14.9	0	3.2		
	$	12400	600	2400	1955	0	0	17355	18800
81020	N	659	3	50	151	35	1		899
Ypsilanti	%	73.3	0.3	5.6	16.8	3.9	0.1		
	$	131800	600	10000	19771	0	0	162171	179800
81070	N	253	2	20	66	10	0		351
Lincoln	%	72.1	0.6	5.7	18.8	2.8	0		
Consolidated	$	50600	400	4000	9520	0	0	64520	70200
81150	N	609	0	55	153	34	1		852
Willow	%	71.5	0	6.5	17.9	4.0	0.1		
Run	$	121800	0	11000	17215	0	0	150015	170400
82010	N	27891	3572	4115	16936	5456	1297		59267
Detroit	%	47.1	6.0	6.9	28.6	9.2	2.2		
	$	5578200	714400	823000	2190724	0	0	9306324	11853400
82060	N	328	6	34	36	6	2		412
Hamtramck	%	79.6	1.5	8.2	8.7	1.5	0.5		
	$	65600	1200	6800	4751	0	0	78351	82400

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING		Total Dollars Earned	Total Eligible
		75%—Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records		
82070	N	1184	2	166	276	131	86		1845
Highland	%	64.2	0.1	9.0	14.9	7.1	4.7		
Park	$	236800	400	33200	39175	0	0	309575	369000
82080	N	556	5	44	310	88	4		1007
Inkster	%	55.2	0.5	4.4	30.8	8.7	0.4		
	$	111200	1000	8800	38159	0	0	159159	201400
82120	N	342	7	47	53	26	0		475
River	%	72.0	1.5	9.9	11.1	5.5	0		
Rouge	$	68400	1400	9400	6725	0	0	85925	95000
82130	N	723	18	63	142	17	0		963
Romulus	%	75.1	1.9	6.5	14.7	1.8	0		
	$	144600	3600	12600	19873	0	0	180673	192600
82160	N	1938	8	134	517	89	0		2686
Wayne-	%	72.2	0.3	5.0	19.2	3.3	0		
Westland	$	387600	1600	26800	64224	0	0	480224	537200
82240	N	421	37	53	189	54	16		770
Westwood	%	54.7	4.8	6.9	24.5	7.0	2.1		
	$	84200	7400	10600	24921	0	0	127121	154000
82250	N	335	0	14	212	62	0		623
Ecorse	%	53.8	0	2.2	34.0	10.0	0		
	$	67000	0	2800	24978	0	0	94778	124600
82340	N	155	12	21	57	59	6		310
Huron	%	50.0	3.9	6.8	18.4	19.0	1.9		
	$	31000	2400	4200	7608	0	0	45208	62000

APPENDIX D

NUMBER AND PERCENT OF PUPILS AND DOLLARS EARNED TO NEAREST DOLLAR BY LEVEL OF ACCOMPLISHMENT ACHIEVED IN 1973-74, BY DISTRICT

District Name and Code		FULL FUNDING			PARTIAL FUNDING	ZERO FUNDING		Total Dollars Earned	Total Eligible
		75%–Above Accomplishment	Less Than 150 Days Due to Illness	Transfers	Less Than 75% Accomplishment	Zero or Negative Accomplishment	Incomplete or Unreported Records		
82365	N	183	0	22	56	29	0		290
Woodhaven	%	63.1	0	7.6	19.3	10.0	0		
	$	36600	0	4400	6722	0	0	47722	58000
82430	N	733	20	46	39	2	0		840
Van	%	87.3	2.4	5.5	4.6	0.2	0		
Buren	$	146600	4000	9200	5855	0	0	165655	168000
83060	N	78	0	4	21	3	0		106
Manton	%	73.6	0	3.8	19.8	2.8	0		
	$	15600	0	800	2470	0	0	18870	21200
	N								
	%								
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	%								
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APPENDIX E

SECTION 39a REALLOCATION OF UNEARNED MONEYS; APPROVAL; CONDITIONS; CRITERIA; MONITORING CONTRACTUAL ARRANGEMENTS; COST-EFFECTIVENESS STUDY; REVERSION OF UNEARNED FUNDS.

APPENDIX E

SECTION 39a REALLOCATION OF UNEARNED MONEYS; APPROVAL; CONDITIONS; CRITERIA; MONITORING CONTRACTUAL ARRANGEMENTS; COST-EFFECTIVENESS STUDY; REVERSION OF UNEARNED FUNDS.

"Sec. 39a. For the fiscal year 1973-74, the total of the moneys unearned by the respective school districts, on the basis of their 1972-73 program results, shall be used by the state board of education for reallocation to participating school districts in the 1972-73 program. The reallocations shall be made in amounts per district prorated as prescribed in section 37. Subject to approval by the state board of education, the reallocation shall be made on the condition that the districts provide a different educational delivery system than was provided for students who did not achieve 75% of prescribed minimum performance objectives in 1972-73. Approval of the educational delivery systems shall be made upon the condition that the students achieve 75% of their prescribed performance objectives for 1973-74. The state board of education shall develop guidelines to determine minimum criteria for qualification of a district for this program and for the implementation of the provisions of this section. The state board of education may use up to 2% of the total reallocated funds for the employment of an external and independent agency for monitoring the contractual arrangements and validating the results thereof. Up to 2.5%, but not to exceed $100,000.00, shall be used by the department of education to develop and implement a cost-effectiveness study of Michigan compensatory education programs. Unearned funds where participation is not desired by a district in the provisions of this section shall revert to the school aid fund."*

DEC 29 1975

*State of Michigan General School Laws, 1973, p. 454, prepared by the Legislature Service Bureau for the State Board of Education.